DOCUMENT RESUME

ED 240 020 SO 015 384

| | |
|---|---|
| TITLE | Wyoming Standards of Excellence for the Social Studies. |
| INSTITUTION | Wyoming State Dept. of Education, Cheyenne. |
| PUB DATE | 82 |
| NOTE | 18p. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Curriculum Development; *Educational Objectives; Elementary Secondary Education; Graduation Requirements; Minimum Competencies; Skill Development; *Social Studies; State Curriculum Guides; State School District Relationship; *State Standards; Teacher Certification |
| IDENTIFIERS | *Wyoming |

ABSTRACT

Designed to help Wyoming school districts meet the needs of their students and communities, this manual outlines the essential elements of a well-planned, comprehensive social studies curriculum. The four components of the program, each described in a separate section, are essentials of education, fundamentals of an exemplary social studies program, essentials of the social studies curriculum, and organization and management of the social studies program. The section on essentials of the social studies curriculum is divided into subtopics covering knowledge acquisition, democratic beliefs, thinking skills, participation skills, and civic action; while the section on organization and management of the social studies program covers development, implementation, and instructional considerations. An appendix on Wyoming statutes and policies relevant to social studies includes brief sections on the Wyoming Education Code, Minimal Competencies for High School Graduation, Accreditation regulations for social studies, teacher certification requirements, and information about a curriculum development package. (LP)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED240020

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. L. Ferguson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# Wyoming Standards of Excellence for the Social Studies

1982

Published by
WYOMING DEPARTMENT OF EDUCATION
Hathaway Building, Cheyenne, WY 82002

Lynn Simons, State Superintendent
of Public Instruction

SS 015 384

# table of contents


| | |
|---|---|
| INTRODUCTION | 1 |
| THE ESSENTIALS OF EDUCATION | 3 |
| FUNDAMENTALS OF AN EXEMPLARY SOCIAL STUDIES PROGRAM | 4 |
| ESSENTIALS OF THE SOCIAL STUDIES CURRICULUM | 5 |
| PROGRAM ORGANIZATION AND MANAGEMENT | 9 |
| APPENDIX | 12 |

# INTRODUCTION

Wyoming Standards of Excellence for the Social Studies contains the essential elements for a well-planned, comprehensive social studies program. The document is designed to help school districts meet the social studies needs of their students and communities. Because conditions vary from school system to school system, each system should determine, on the basis of local conditions, needs, capabilities and desires, the best ways to use the standards to improve its current social studies program.

The Wyoming Standards of Excellence for the Social Studies can serve several purposes:

- It can be used as a tool to assess the current program.
- It can be used as a tool to reveal components upon which stronger programs can be built.
- It can be used as a tool to establish program development plans in a form which can be presented to the education profession and the public.
- It can be used as a tool to identify outstanding social studies programs.
- It can be used as a guide for study and

discussion at the state, district, and school building level in developing the concept of a comprehensive social studies program.

A list of standards for excellent social studies programs is, by its very nature, idealistic. No school or school system can expect to achieve all the standards easily or in a short time. The standards, however, give direction for efforts toward meeting the major social studies goals of improving civic participation and intrapersonal development. Although each program will reach degrees of attainment at different times, none of the standards should be neglected in the development of a comprehensive social studies program. A concentrated effort must be made by those responsible for quality social studies programs if every Wyoming school district is to meet the standards of excellence.

Wyoming Standards of Excellence for the Social Studies was developed by a statewide advisory committee of social studies leaders. The standards include four components which used together should result in a social studies program of excellence. They are:

I. The Essentials of Education
II. Fundamentals of the Social Studies Program
III. The Essentials of a Social Studies Curriculum
IV. Organization and Management of the Social Studies Program

The document also contains an appendix which includes state statutes and policies relevant to social studies as well as information about a curriculum development packet which should be useful to school districts in developing their social studies programs. The Wyoming Department of Education offers guidance and technical assistance to districts in implementing the standards.

# the essentials of education

*Society must reaffirm the value of a balanced education*

The conclusion above reflects the philosophy of many major professional education organizations that endorsed a statement outlining what they believe to be the essentials of a quality education. Educators agree that the overreaching goal of education is to develop informed, thinking citizens capable of participation in both domestic and world affairs. This goal depends not only upon education for citizenship, but also upon other essentials of education shared by all subjects which serve to enhance the personal development of the individual.

Interdependence of skills and content is a central concept of a balanced education. People use a combination of skills, knowledge, and feelings to come to terms with the changing world. In all subjects, students develop skills in using languages and other symbol systems; they develop the ability to reason; they undergo experiences that lead to emotional, social, and aesthetic maturity. Students master these skills and abilities through observing reading, talking and writing about science, mathematics, social studies, the arts and other aspects of our intellectual, social, and cultural heritage.

Determining the essentials of education is a continuing process, far more demanding and significant than listing isolated skills assumed to be basic. Putting the essentials of education into practice requires instructional programs based on this new sense of interdependence.

The following statements concerning the fundamentals of the social studies curriculum and the organization and management of the program reflect this educational philosophy.

Note: Based on The Essentials Approach: Rethinking the Curriculum for the 80's, Dingle and Associates, Washington, D.C. 1981.

# fundamentals of an exemplary social studies program

*School districts should consider the following ideas in developing and implementing the social studies program.*

Effective social studies programs help prepare individuals who can identify, understand, and work to resolve interpersonal and intrapersonal problems which confront our increasingly diverse nation and interdependent world. The individual utilizes the knowledge, beliefs, and skills learned in the school, the community, and the family as the basis for responsible decisions and actions.

Exemplary social studies programs include opportunities to learn and practice academic and social skills necessary to enable the student to function effectively as an individual and as a member of an ever-changing democratic society. As students learn about their interdependent world, its heritage, and its possible futures, they sharpen their skills and deepen their reasoning abilities, acquiring the basis for emotional, aesthetic, and social growth.

Exemplary social studies programs are cross-disciplinary, including social studies as well as non-social studies curriculum to achieve the broad-based education needed by today's students. These programs link information presented in all classes regarding world, national, state, and local concerns with practical experiences gained by students through analysis of and participation in social and civic processes.

# essentials of the social studies curriculum

*School districts should make every effort to provide for every student appropriate learning opportunities which include the following elements of an exemplary social studies curriculum.*

A. KNOWLEDGE AND INFORMATION

Students need knowledge of the world -- past, present, and future. An exemplary social studies curriculum links the following information presented in the classroom with experiences gained by students:

history and culture -- communities, nation, and world;

geography -- physical, political, cultural, and economic;

government -- theories, systems, structures, and processes;

economics -- theories, systems, structures, and processes;

social institutions -- the individual, groups, communities, and society;

relationships -- between and among nations, races, cultures, institutions, groups, and individuals.

From this knowledge base, exemplary programs provide opportunities to develop skills, concepts and generalizations that can help students comprehend the scope of human affairs and methods of effectively functioning within the societies in which they live.

B. DEMOCRATIC BELIEFS

Fundamental beliefs drawn from the Declaration of Independence and the United States Constitution form the basic principles of our democratic constitutional order. Exemplary social studies programs present knowledge about our historical origins and development with the contemporary applications essential to understanding our society and its institutions. Such beliefs should be related to the curriculum, to current affairs and to the school's daily operations.

C. THINKING SKILLS

It is important that students understand the relationships among knowledge, beliefs, and action. To do that, thinking skills should be developed through constant systematic practice throughout the years of formal schooling. Fundamental to the goals of social studies education are those skills which encourage rational behavior.

In addition to strengthening reading vocabulary and computation, a wide variety of skills is essential to the social studies. These skills can be grouped into four major categories. They are:

data processing skills -- learning to acquire information by observation; locate information from a variety of sources; compile, organize, and evaluate information; extract and interpret information; and communicate orally and in writing.

intellectual skills -- learning to compare things, ideas, events, and situations on the basis of similarities and differences; classify or group items in categories; ask appropriate and searching questions; arrive at general ideas; and make sensible predictions from generalizations.

decision making skills -- learning to consider alternative solutions; consider the consequences of each solution; make decisions and justify them in relationship to democratic principles; and act, based on those decisions.

intrapersonal and interpersonal skills -- learning to understand one's own beliefs, feelings, abilities, and shortcomings and how they affect relations with others; see things from the point of view of others; use generalizations without stereotyping and arbitrarily classifying individuals; recognize value in individuals and groups different from one's self and from one's group; work effectively with others as a group member; give and receive constructive criticism; accept responsibility; and respect the rights of others.

D. PARTICIPATION SKILLS

As a civic participant, the individual uses the knowledge, beliefs, and skills learned in the school, the community, and the family as the basis for action. Activities which link the classroom with the community provide opportunities for students to develop the basic skills of participation, from observation to advocacy.

To teach participation, social studies programs need to emphasize the following kinds of skills:

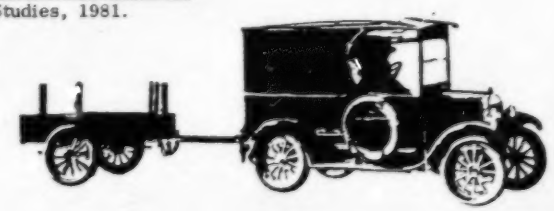
- work effectively in groups -- organizing, planning, making decisions, taking action;
- form coalitions of interest with other groups;
- persuade, compromise, bargain;
- practice patience and perseverance in working for one's goal;
- develop experience in cross-cultural situations.

E. CIVIC ACTION

Exemplary social studies programs combine the acquisition of knowledge and skills with the application of democratic beliefs through actual civic participation which is vital to the future of our society.

Formal education led by creative and humane teachers should provide the knowledge, the tools, and the commitment for a thoughtful consideration of issues and stimulate a desire to be active.

Note: Based on The Essentials of the Social Studies, National Council for the Social Studies, 1981.



# PROGRAM ORGANIZATION AND MANAGEMENT

*School districts should make every effort to meet each of the following criterion in developing and implementing the social studies program.*

A. DEVELOPMENT

Social studies education receives active support from administrators, teachers, the board of trustees, and the community.

The school district has an active standing committee responsible for reviewing and developing the social studies curriculum.

The committee includes teachers, administrators/students, parents, and community representatives.

The school district has a staff member or formal committee that is responsible for coordinating the K-12 social studies program.

District processes and scheduling allow for staff communication leading to curriculum coordination.

The district establishes a process for disseminating information about the social studies program to parents and the community.

The district has written policy and/or procedure protecting academic freedom.

The district maintains a continued effort through established procedures and practices to identify areas of need and concern to the students.

Evaluation of the curriculum considers the range of educational outcomes including knowledge, skills, values, and attitudes.

B. IMPLEMENTATION

The basic purpose of the social studies curriculum clearly relates to school district philosophy.

Procedures exist for comprehensive and regular re-examination of the basic goals of the social studies curriculum.

The school district publishes and implements course/grade level outlines and a K-12 scope and sequence.

The content of the social studies curriculum is systematically re-evaluated and revised.

A specific time block is allocated for social studies instruction at all grade levels.

The district provides appropriate and adequate social studies instructional materials and facilities.

The district makes every effort to secure teachers that have broad preparation in the humanities, the social sciences and educational theory and practice.

The district establishes a system-wide continuous, comprehensive and varied staff development program designed to improve professional competence including social studies content and processes.

Staff development is supported by a professional library of current materials on teaching social studies.

The district encourages teachers to pilot and adopt promising social studies programs.

The district encourages teachers to conduct carefully planned classroom research which facilitates classroom learning.

C. INSTRUCTIONAL CONSIDERATIONS

Instruction offers a wide range of learning activities appropriate to the objectives of the social studies curriculum and the students' abilities, interest levels, and learning styles.

Instructional activities include, but are not limited to, such things as collecting and interpreting data, using reference tools, role playing, hearing and questioning speakers, analyzing case studies, applying art, music, literature, and other media, working on community projects, conducting investigations, field trips, reading and interpreting information, participating in simulations and games, comparing viewpoints and making judgments.

The social studies instructional climate encourages students to examine values, attitudes, and beliefs.

Learning activities support students' self-respect and individual rights.

Instructional activities demand high standards of performance and measure student success by means that reflect more than a simple recall of information.

Instructional activities emphasize logical and creative thinking, problem-solving, and decision-making skills.

Students participate actively in the learning process, not merely serving as passive receptacles for information.

Students participate actively in their school and community.

## conclusion

Education is a holistic and continuing process. As outlined in this document, the combined use of the suggested components should enable a district to design, implement and maintain an exemplary social studies program. The goal is worthy; to prepare each student to develop fully as an individual and to participate effectively in a changing world.

# appendix

## Relevant Statutes and Policies

This section contains state statutes and policies governing social studies education which should be considered by school districts in developing and implementing a social studies program.

1. WYOMING EDUCATION CODE

CHAPTER 9

Courses of Study, Textbooks, and Supplies

ARTICLE 1

COURSES OF STUDY

21-9-101. Schools to adhere to minimum standards promulgated by state board of education. The board of trustees of each school district within the state shall cause the schools under its jurisdiction to adhere to the minimum standards relating to educational programs promulgated by the state board of education.

21-9-102. Instruction in state and federal constitutions required; satisfactory examination a prerequisite to graduation. All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States Constitution and the Constitution of the State of Wyoming, including the study of and devotion to American institutions and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without previously passing a satisfactory examination on the principles of the constitution of the United States and the State of Wyoming. The instruction shall be given for at least three (3) years in the elementary grades and for one (1) year each in the secondary and college grades.

21-9-103. Penalty for failure to carry out requirements of W.S. 21-9-102. Willful failure on the part of any school or college administrator or instructor to carry out the requirements of the preceding section (W.S. 21-9-102) shall be sufficient cause for the removal of such person from his position.

Reference: The Wyoming Education Code of 1969 As Amended (1981), pages 45-46.

## 2. MINIMAL COMPETENCIES FOR HIGH SCHOOL GRADUATION

All schools in Wyoming will provide within their programs a process for identifying students who need assistance in the basic skills required for effective adult citizenship and will provide assistance to those students in order to assure them every opportunity to demonstrate those proficiencies. Minimum state requirements for the issuing of a public high school diploma include:

a. Successful completion of a program including credits or units identified in the Wyoming School Accreditation Standards equal to a regular student course load extending through the senior year of high school.

b. Sufficient attendance in courses and programs to gain fully the educational and social benefits of the secondary program.

c. Demonstrated ability to read, write, and compute with proficiency, and an understanding of the process and structure of democratic governance and our free enterprise system; or completion of remedial programs designed to meet individual needs in these areas.

Excerpted from: Minimal Competency Policy, Adopted November, 1980, by the Wyoming State Board of Education.

## 3. ACCREDITATION REGULATIONS FOR SOCIAL STUDIES

State accreditation regulations for school districts require course offerings as identified in the most recent district needs assessment in seven general areas including social studies. High school accreditation requires that "the school provides the opportunity for each student, during a period of four (4) consecutive years, to take either through a regular school curriculum or by other means... four units of social studies." (Units are defined as Carnagie units or the equivalent.)

Excerpted from: Annual School Accreditation Report Form, Wyoming Department of Education.

## 4. TEACHER CERTIFICATION REQUIREMENTS

18. PSYCHOLOGY. The applicant shall satisfy all general regulations for eligibility and teacher certification (pages 1-12). A minimum of eighteen (18) semester hours in psychology is required.

21. SOCIAL STUDIES. The applicant shall satisfy all general regulations for eligibility and teacher certification (pages 1-12). A minimum of thirty-six (36) semester hours is required, with work selected from the following areas:

(a) U.S. History (minimum of six (6) semester hours);
(b) Political Science or Government;

(c) Economics;
(d) Sociology;
(e) Geography;
(f) Anthropology;
(g) History (other than U.S.).

(1) GENERAL SOCIAL STUDIES. A minimum of thirty-six (36) semester hours is required within the requirement for the Social Studies endorsement, including nine (9) semester hours credit distributed among any four (4) of the major social studies areas.

(2) U.S. HISTORY. A minimum of twelve (12) semester hours is required within the requirement for the Social Studies endorsement.

(3) HISTORY (OTHER THAN U.S.). A minimum of twelve (12) semester hours in the particular history (World, European, etc.) is required within the requirement for the Social Studies endorsement.

(4) POLITICAL SCIENCE OR GOVERNMENT. A minimum of twelve (12) semester hours is required within the requirement for the Social Studies endorsement.

(5) ECONOMICS. A minimum of twelve (12) semester hours is required within the requirement for the Social Studies endorsement.

(6) SOCIOLOGY. A minimum of twelve (12) semester hours is required within the requirement for the Social Studies endorsement.

(7) GEOGRAPHY. A minimum of twelve (12) semester hours is required within the requirement for the Social Studies endorsement.

(8) ANTHROPOLOGY. A minimum of twelve (12) semester hours is required within the requirement for the Social Studies endorsement.

Excerpted from: Rules and Regulations Governing Teacher Certification in the Wyoming Public Schools, (1981), pages 20-22.

## curriculum development packet

A packet of curriculum development materials is available on request from the Social Studies Consultant at the State Department of Education. The packet contains information and documents which will assist social studies curriculum developers in building a rationale, selecting goals and objectives, determining and sequencing subject matter content and learning skills, evaluating instructional materials, selecting and using appropriate instructional techniques and evaluating the social studies program and student progress.

# advisory committee

Karl Allen, Hot Springs County High School, Thermopolis
Louise Brown, Overland Elementary, Rock Springs
Irene Clarke, Twin Spruce Junior High School, Gillette
Malcolm Cook, Laramie County School District 1, Cheyenne
Karen Downing, Kelly Walsh High School, Casper
Craig Kittleson, Wheatland High School, Wheatland
Jerry Lane, Powell High School, Powell
Bryan Montieth, Principal, Shoshoni Junior/Senior High School, Shoshoni
Mary Ann Wilcox, East Junior High School, Rock Springs
Lynn Allen, Community Consultant, Thermopolis

Marlene LaCounte, University of Wyoming, Laramie
R.C. Points, University of Wyoming, Laramie

R.L. Ferguson, Social Studies Consultant, Wyoming Department of Education, Cheyenne